DOCUMENT RESUME

ED 346 559 EA 023 975

TITLE The Elyria Schools First: An Initiative To Unleash a Community's Potential Empowering Children To Learn.
INSTITUTION Elyria City Board of Education, Ohio.
PUB DATE Jan 92
NOTE 24p.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Community Involvement; Cooperation; *Educational Planning; *Efficiency; Elementary Secondary Education; Institutional Mission; *Organizational Effectiveness; *Participative Decision Making; Productivity; School Business Relationship; Teamwork; *Urban Schools
IDENTIFIERS Elyria City School District OH; Environmental Scanning; *Ohio; *Strategic Planning; Total Quality Management

ABSTRACT

Total Quality Management (TQM) is a process and strategy designed to improve an organization's effectiveness and efficiency. The Elyria Schools, named as Ohio's model urban school district in 1991, uses TQM to implement updated strategic goals through a process emphasizing teamwork, best knowledge, prevention, and commitment to continuous improvement. Benefits include reduced service costs, increased productivity, improved service levels, flexibility in meeting changing customer and environmental needs, improved communications, increased employee involvement and morale, decreased turnover, and increased community satisfaction. The Elyria Schools First Initiative, aimed at developing a collective vision and strategy for curricular and operational development through the 1990s, is based on trend forecasting; environmental scans and educational research findings; local reports of the economy, education, and the work force; state mandates; and business roundtable principles. A 47-member strategic planning task force comprised of classified and certified employees, administrators, and board members worked with parents, students, business leaders, and other citizens to develop a working document stating the group's mission statement, values and philosophy, and strategic goals. These are outlined in this booklet, along with a summary of action plans. (MLH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

L. Schultz

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ED346559

THE ELYRIA SCHOOLS FIRST

An Initiative

To Unleash

A Community's Potential

Empowering

Children To Learn

January, 1992

EA023975

BEST COPY AVAILABLE

THE ELYRIA SCHOOLS FIRST

An Initiative To Unleash A Community's Potential
Empowering Children To Learn

January, 1992

THE ELYRIA SCHOOLS
Ohio's Model Urban District for Total Quality Education

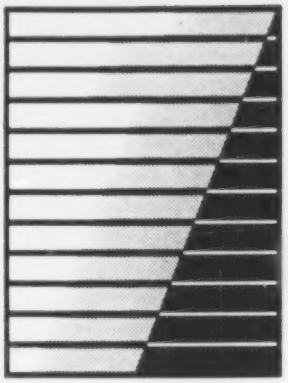


TABLE OF CONTENTS

I. Introduction 1

II. An Open Letter to All Elyrians 2

III. Why The Need for Planning, Change and Continuous Improvement? 3

IV. Total Quality Management As A Systematic Process to Meet Goals 4
- Key Principles 4
- Comparison of Management Styles 5

V. The Initial Steps Toward Total Quality Education 6

VI. Mission Statement of The Elyria Schools 7

VII. Values and Philosophy 8

VIII. Strategic Goals 9

IX. Strategic Planning 10

X. Action Plans 11

XI. Acknowledgements 17

ELYRIA: OHIO'S MODEL URBAN SCHOOL DISTRICT FOR TOTAL QUALITY EDUCATION

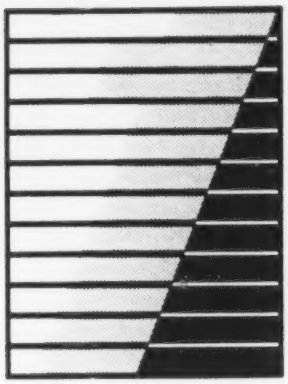
From its very beginnings, the dream of an educated citizenry has served as Elyria's strongest foundation. Elyria is a city of firsts when it comes to education. Elyria had the first chartered high school west of the Allegheny Mountains. Elyria initiated one of Ohio's first comprehensive special education programs. And in 1991, Elyria established itself as Ohio's leader in student performance in core subject areas among all urban school districts.

Today, Elyrians have the desire to continue to lead the way by supporting educational initiatives that enable all children to learn. A history of fiscal responsibility and strong taxpayer support of the District have made it possible for The Elyria Schools to be pro-active in its approach to teaching and learning.

In 1991, the District was named Ohio's model urban school district for Total Quality Education by the Ohio Department of Education. As part of long-term planning, The Elyria Schools embarked on a major new journey called **The Elyria Schools First**. It is an initiative established to implement up-dated strategic goals for the school district and to change fundamentally the way Elyria school employees work through the use of Total Quality Management techniques. The goal is to continue improving the way we meet the dynamic needs of current and future students.

This document outlines the progress we are making toward developing Ohio's first and premiere Total Quality Education culture—a cost-effective environment that empowers every child to reach his or her fullest potential. The Elyria Board of Education, administration and staff invite you to monitor our progress and we encourage you to contribute your suggestions and comments regarding the operations of YOUR schools.

Lester H. Schultz
Superintendent



STATE OF OHIO
DEPARTMENT OF EDUCATION
COLUMBUS
43266-0308

DR. TED SANDERS
SUPERINTENDENT OF
PUBLIC INSTRUCTION

January, 1992

An Open Letter To Every Elyrian:

This is a critical time for Elyria and all of Ohio. Global competition has changed forever the way we work, learn and organize our society. New thinking must replace old habits. Essential to our quality of life will be the restructuring of our communities and organizations to achieve a real competitive advantage. The standard of living in Elyria and Ohio will be a function of educational achievement.

The Ohio Department of Education and The Ohio Manufacturers' Association are proud to recognize The Elyria Schools as a model urban district for a total quality education initiative: The Elyria Schools First. The Elyria Schools are taking a leadership role in Ohio by using total quality management (TQM) tools and techniques to achieve strategic curricular and operational goals and improve the system's overall efficiency.

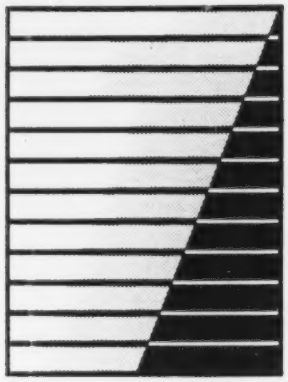
To catalyze leadership action such as The Elyria Schools First initiative, a partnership between the Ohio Department of Education and The Ohio Manufacturers' Association (OMA) has been created. The Department and members of the OMA will be assisting Elyria and other school districts in designing and executing TQM practices as a way to improve education and jump-start learning in Ohio.

We encourage the Elyria community to continue to support The Elyria Schools in their innovative efforts to achieve a total quality learning environment that empowers every child to learn. Together, we can lead our children and communities into a promising 21st century.

Sincerely,

Dr. Ted Sanders
Ohio Superintendent of
Public Instruction

Eric L. Burkland
President
The Ohio Manufacturers'
Association



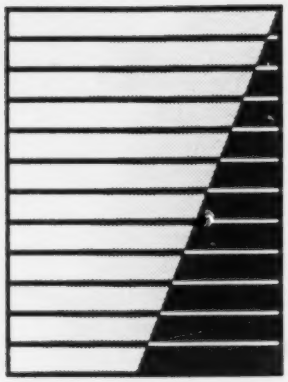
WHY THE NEED FOR PLANNING, CHANGE AND CONTINUOUS IMPROVEMENT?

In times of rapid change, it is impossible to rely on the knowledge of the past to predict what will result in future success. As global competition increases and knowledge and information multiply, The Elyria Schools must find ways to help employees and students learn to translate knowledge into problem-solving and creative abilities and to employ life-long learning skills.

Providing quality education to Elyria's young people has never been more important—or more difficult. Elyria is expanding to a more complex manufacturing environment and to high knowledge-based services with technology playing a greater role in all that we do. Our very survival depends on our ability to adapt.

In a recent survey of Elyria's Business Advisory Council, members echoed these sentiments and called for the schools to provide students with the new basics: team work, group processing, creative thinking, reasoning, problem-solving and accessing information. Equipping students with these skills will require a type of integrated thinking and collaborative learning effort not fully taught in our schools.

The desire to provide quality education is there, yet extraordinary initiatives must be taken if The Elyria Schools are to overcome what our employees have identified as road blocks to successful learning. Some of the many obstacles include: demanding family schedules, drugs, crime, single parent families, unemployment, teen pregnancy, child abuse and neglect, and inadequate state funding of education.



TOTAL QUALITY MANAGEMENT AS A SYSTEMATIC PROCESS TO MEET GOALS

Total Quality Management (TQM) is both a process and a set of tools and techniques designed as a strategy to improve an organization's effectiveness and efficiency. The Elyria Schools are employing TQM as a process to achieve the strategic goals and improve the system.

The most fundamental purpose of education is to provide a means to help everyone achieve his or her potential. This requires that we search for and fund instructional strategies that will facilitate more learning faster while using teacher and student time as well as materials and equipment more efficiently.

Some of the key principles of TQM require:

- Developing a clear direction and constancy of purpose that nurtures a philosophy of cooperation and a strategy for continuous improvement.
- Creating an environment which facilitates team work, increases each employee's and student's contribution and responsibility and allows for group decision-making, problem-solving, risk-taking, creativity and innovation.
- Committing to best knowledge as the primary force behind all decisions and action.
- Analyzing work processes, jobs and administrative systems.
- Focusing on prevention rather than inspection to ensure quality of services.
- Using data to analyze and monitor improvements, customer satisfaction and system capability.
- Setting a goal of continuous improvement thereby creating an organization that is proactive and adaptive.
- Investing in employees through continuous education and training.

COMPARISON OF MANAGEMENT STYLES

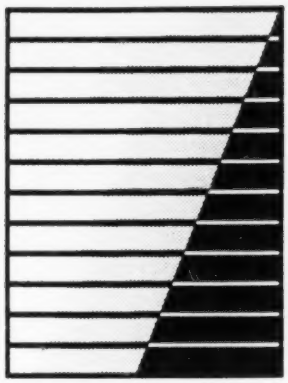
Outlined below is a comparison between traditional management roles and those necessary to fulfill in order to transform the District to a Total Quality Education environment.

Traditional Management	Total Quality Management
Authoritative Management Style	Participative Management Style
Fear of knowledge	Continuous learning, openness
Rewards for maintenance of status quo	Focus on continuous improvement
Rigid, extensive, cumbersome systems, policies and procedures	Policies that support flexibility and improvements
Contracts awarded solely on price	Partnerships with vendors emphasizing long-term relationship and based on quality and continuous improvement
Services inspected for problems, then "fixed"	System structured to prevent the occurrence of problems or errors
Decisions based on "gut feelings" or assumptions	Fact-based decisions using hard data and scientific procedures
Short-term planning based on budget cycle	Long-term planning based on achievement of mission and continuous improvement
Services designed sequentially by isolated departments	Integration of all impacted areas in the design of new services
Work as individuals	Work as teams
Assume employees are only interested in pay and time-off; are replaceable; are capable of just doing and not thinking; should be managed to correct their mistakes; critical customer, financial and program information is only important to management and pay is geared to job classification	Assume employees want challenge and satisfaction; are valuable; are capable of thinking, analyzing and problem-solving; are managed to celebrate successes; all levels are responsible to collect and use information; pay is linked to skills acquired

By embarking upon the journey towards total quality management, many benefits will be realized.

Benefits of Total Quality Management

- Decrease in cost of services through the elimination of waste and duplication and reduction in rework evidenced by lower material costs, increase in productivity through more services delivered per employee, decreased equipment costs, decreased maintenance costs and a reduction in inventory costs.
- Improved service levels resulting in increased student, teacher and support staff performance.
- Process designed to meeting changing customer and environmental needs.
- Greater ability for individuals and organizations to fulfill missions and goals.
- Improved communications.
- Increased employee involvement.
- Improved employee morale, employee relations, employee motivation.
- Decreased employee turnover.
- Improved management-employee relations, resulting in better union relations.
- Creating a reputation in the nation as an excellent service provider thereby generating employee pride and proud citizens.
- Increased community satisfaction.



THE INITIAL STEPS TOWARD TOTAL QUALITY EDUCATION

In order for The Elyria Schools to respond to the changing needs of our present and future students and the community, the Elyria Board of Education and the administration initiated strategic planning in 1990. With the initial assistance of a recognized strategic development consultant, and now with the assistance of the Ohio Department of Education and two of Ohio's top quality control managers, **The Elyria Schools First** initiative is developing a collective vision and strategy for the District to guide its curricular and operational development to the year 2000.

The plan is based on the forecasting of trends; internal and external scans and educational research findings; local reports on the economy, education and the work force; national education goals; state mandates; and Business Roundtable Principles. A commitment to Total Quality Management (TQM) techniques adapted from business will be the process to achieve the strategic goals and remove the many road blocks to achieving Total Quality Education.

The original 47-member Strategic Planning Task Force—comprised of classified and certified employees, administrators and Board members—met throughout 1991 as a whole and by committee. Since then, opportunities to contribute to and react to the development of the collective vision and strategies have been offered to parents, students, Business Advisory Council members and other citizens. Together, they contributed to a working document that includes the District's:

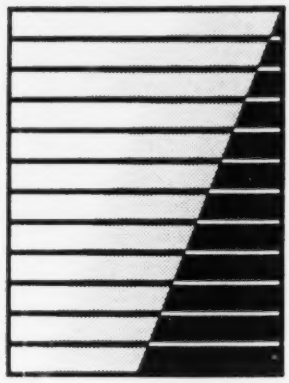
- Mission Statement
- Values and Philosophy
- Strategic Goals

In November of 1991, The District appointed an internal Quality Council to organize and assimilate the collective input and data in order to refine the District's mission statement, values and philosophy, and strategic goals. The Quality Council is also currently working with the Ohio Department of Education, Lubrizol Corporation, Invacare and the Elyria Manufacturing Corporation to institute Total Quality Management (TQM) training throughout the District.

The TQM training will be used by Action Teams as a means to develop plans and implement the objectives contained in the strategic goals that were developed by the Strategic Planning Task Force and others. Members of the Action Teams will be identified from the original 47-member Strategic Planning Task Force and will begin work during the 1991-92 school year. The timetables for the Action Plans will vary on the targeted objectives and goals; some plans may take a few months, others perhaps several years.

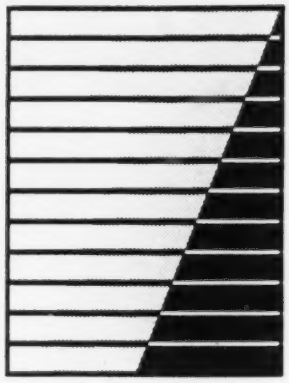
The Action Plans are the culminating components of the Strategic Plan and will serve as a detailed blueprint containing the specific proposals, gap analyses, cost-benefit analyses, timetable recommendations and implementation procedures.

TQM techniques will be employed in operations and curricular instruction in all buildings by 1994. A commitment to continuous improvement along with an annual review of the Action Plans by the Action Teams and Quality Council will ensure the strategic plan remains a living document, guiding the District for many years.



MISSION STATEMENT OF THE ELYRIA SCHOOLS

Our mission is to foster in each child the ability to gain the knowledge, to learn the skills and to develop the attitudes necessary to live successful, productive lives in a dynamic, global society by continually improving our learning environment and instructional practices in partnership with our community.



OUR VALUES AND PHILOSOPHY

■ **THE ELYRIA SCHOOLS** are dedicated to educational success for every child through creating learning environments that empower every individual in the system to achieve their personal best. To realize this excellence, the District will: attract, develop and reward professionals committed to innovative teaching and the community; foster collaborative and integrated learning environments where teachers and students are active partners in the learning process; and strive for clear, observable and measurable outcomes for every experience.

■ **THE ELYRIA SCHOOLS** believe preparing students to be life-long learners is a key element to a quality educational experience. The District also believes that it should go beyond focusing on traditional skills alone, and provide skills to enable students to think, learn and perform across traditional subject areas. Nurturing creative thinking, reasoning, problem-solving, self-esteem, concern for others and accessing information for knowledge production, are priorities.

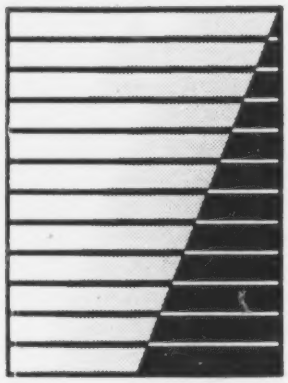
■ **THE ELYRIA SCHOOLS** are committed to infusing real-world work and learning experiences into instruction and to working closely with students, local business and industry and institutions of higher learning to broaden students' experiences and to meet the dynamic needs of the community and the workforce.

■ **THE ELYRIA SCHOOLS** appreciate the special qualities and diversity of all students and employees and strive to design instructional strategies that accommodate the range of abilities and talents represented. The schools offer a kaleidoscope of cultural experiences that enrich student and staff understanding of a multi-cultural society.

■ **THE ELYRIA SCHOOLS** value the participation of all of its "customers" in choosing directions, setting priorities and securing resources toward its collective mission and goals. Students, parents, staff members, the business, public service and civic communities and other citizens are entitled to receive the highest quality educational services possible at the lowest possible cost. Opportunities for participatory decision-making, collaboration and cooperation are important to building community support and offering programs and services that meet the needs of our "customers."

■ **THE ELYRIA SCHOOLS** are committed to site autonomy, regulatory simplicity and an integrated top-down and bottom-up systems approach that allows organizational structures to be based on flexible work groups rather than hierarchies. This model encourages innovation at all levels.

■ **THE ELYRIA SCHOOLS** recognize that offering students quality education means that the District must be open to continual evaluation, planning and change. In order to achieve Total Quality Education, the District is committed to an ongoing assessment of systems effectiveness through the use of Total Quality Management tools.



OUR STRATEGIC GOALS

A commitment to Total Quality Education is the cornerstone of The Elyria Schools' collective vision for the year 2000. The key challenge to the Elyria Board of Education, administration, staff and community is to work with a school district involved in continuous improvement, and within the next eight years, transform it into a Total Quality Education culture that empowers each student and staff member to reach his or her fullest potential.

A vision for the enhancement of quality in the next eight years will require a sharp focus on ten priorities. By the year 2000:

■ **THE ELYRIA SCHOOLS** will ensure that all children in the Elyria community start school ready to learn.

■ **THE ELYRIA SCHOOLS** will create effective and efficient learning environments.

■ **THE ELYRIA SCHOOLS** will ensure that all Elyria students leave grades four, eight and twelve having demonstrated competency in world-class subject matter in English, mathematics, science, history, and geography.

■ **THE ELYRIA SCHOOLS** will increase their graduation rates to at least 90 percent based on the state's new drop-out definition and reporting system.

■ **THE ELYRIA SCHOOLS** will take an aggressive approach to attract funds from public and private resources to provide the necessary facilities, equipment and operations to enhance the quality of programs and update the delivery system.

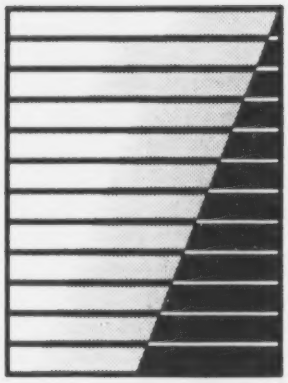
■ **THE ELYRIA SCHOOLS** will engage in collaborative relationships with area business, industry, and higher education to enable the District to better prepare students for the world of work.

■ **THE ELYRIA SCHOOLS** will apply current technology in the educational program and in the operation of the school district.

■ **THE ELYRIA SCHOOLS** will ensure that every adult Elyrian is literate and possesses the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

■ **THE ELYRIA SCHOOLS** will develop a comprehensive school-community relations program to communicate the mission and goals of the school district, continually measuring public opinion in order to provide continuous feedback to update services, raise community expectations, nurture an activist spirit and build a broad coalition of support for the schools.

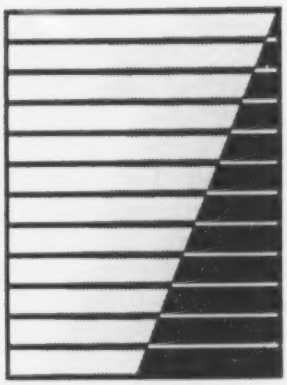
■ **THE ELYRIA SCHOOLS** will offer disciplined environments conducive to learning that are free of drugs and violence.



STRATEGIC PLANNING IS A CONTINUALLY DEVELOPING PROCESS

Strategic planning by its nature is a continually developing process which attempts both to precipitate and control change. The formulation of specific action plans is a disciplined way of immediately effecting change.

Therefore, the action plans summarized here will be implemented in an appropriate sequence over the life of the plan as recommended by the administration and approved by the Elyria Board of Education. Some action plan steps have already been accomplished, but they are included here because they are a vital part of the total plan. Others are still being developed.



SUMMARY OF ACTION PLANS

STRATEGY #1

The Elyria Schools will ensure that all children in the Elyria community start school ready to learn.

Action Plan Summary

1. Provide parent training in nutrition, health care and child development.
2. Provide high quality and developmentally appropriate preschool and day care programs.
3. Provide instructional support services and learning opportunities to teenage parents who are at risk of dropping out of school.

STRATEGY #2

The Elyria Schools will create effective and efficient learning environments.

Action Plan Summary

1. Develop cooperative teaching and integrated thinking strategies.
2. Reshape traditional time, space, resources and instructional practices in partnership with the community.
3. Initiate site autonomy, shared decision-making among school staff, participatory management and enhanced roles for teachers.
4. Transform the District to a Total Quality Education culture by focusing on staff development, regulatory simplicity and continuous improvement.

STRATEGY #3

The Elyria Schools will ensure that all students leave grades four, eight and twelve having demonstrated competency in world-class subject matter in English, mathematics, science, history and geography.

Action Plan Summary

1. Complete a gap analysis to measure the District's current standards against world-class standards.
2. Develop a curriculum designed around world-class standards.
3. Develop local standards and a means of assessing student competencies in world-class standards.
4. Research, develop and implement intervention programs to enable students to be competent in world-class subject matter.
5. Develop parent education programs explaining the goal of world-class competency and enlist parental help in achieving the goal.
6. Evaluate the effectiveness of curriculum and academic intervention programs.
7. Develop, implement and evaluate curricula that enhance skills in communications, problem-solving, creative thinking, decision-making, ethics and respect for diversity.

STRATEGY #4

The Elyria Schools will increase high school graduation rates to at least 90 percent based on Ohio's new drop-out definition and reporting system.

Action Plan Summary

1. Develop identification and support programs for at-risk students.
2. Assess the gap in high school graduation rates between minority and non-minority students.
3. Work with the minority community to address special needs of at-risk minority students to improve minority graduation rates.
4. Implement initiatives to encourage high school dropouts to later complete a high school diploma or equivalent.

STRATEGY #5

The Elyria Schools will take an aggressive approach to attract funds from public and private resources to provide the necessary facilities, equipment and operations to enhance the quality of programs and update the delivery system.

Action Plan Summary

1. Inform residents about the financial needs of the school district.
2. Effectively utilize the political process to facilitate legislative and administrative changes that will improve school funding methods.
3. Further develop The Elyria Schools Endowment Fund to maximize revenue from non-tax sources.
4. Maximize monies available to The Elyria Schools through State and Federal grants.
5. Seek out in-kind services from business and industry to enhance staff development and instructional programs.
6. Actively participate in abatement and other city tax exemption negotiations.
7. Seek out abatement compensation.

STRATEGY #6

The Elyria Schools will engage in collaborative relationships with area business, industry, and higher education to enable the District to better prepare students for the world of work.

Action Plan Summary

1. Conduct a gap analysis to assess if current educational opportunities are congruent with economic opportunities and technological changes in Lorain County and the region.
2. Institute academic programs with content that will facilitate student career choices in areas that show growth, potential growth or specific need.
3. Develop a comprehensive school-to-work transition staff development program for counselors and teachers to ensure accurate, timely, realistic information is offered to students about occupational choices.
4. Continue to work with Lorain County Community College and other institutions of higher learning to encourage high school articulation programs, tech-prep, and post-high school training and education.
5. Nurture the continued involvement of the Business Advisory Council in academic, staff development and operational decision-making.
6. Increase elementary, junior high and high school student exposure to work settings through speakers, tours, internships, mentorships and other means.
7. Conduct a skills/needs assessment of area business and industry to keep abreast of the knowledge and skills needed by the workforce.

STRATEGY #7

The Elyria Schools will apply current technology in the educational program and in the operation of the school district.

Action Plan Summary

1. Develop and implement a comprehensive plan that addresses the use of technology to support the instructional action plans being developed for the District.
2. Develop and implement a comprehensive plan that addresses the use of technology to support the operational action plans being developed for the District.
3. Research current and future technologies to integrate those new technologies into the instructional and operational areas.

STRATEGY #8

The Elyria Schools will ensure that every adult Elyrian is literate, possessing the knowledge and skills necessary to compete in our global economy and to exercise the rights and responsibilities of citizenship.

Action Plan Summary

1. Seek out additional funding for Adult Basic Education (ABE) programming.
2. Expand community-based sites for ABE program offerings.
3. Collaborate with area agencies and organizations to enhance the identification and recruitment process for adults in need of service.
4. Expand efforts in workplace literacy training.
5. Coordinate the delivery of workplace basics and other adult education and literacy services to reduce overlap and redundancy.
6. Create partnerships with business, industry, community colleges and the Ohio Department of Education to participate in and streamline clients into programs like Tech-Prep and the Ohio Job Opportunities and Basic Skills (JOBS) Program.

STRATEGY #9

The Elyria Schools will develop a comprehensive school-community relations program to communicate the mission and goals of the District, continually measuring public opinion in order to provide continuous feedback to up-date services, raise community expectations, nurture an activist spirit and build a broad coalition of support for the schools.

Action Plan Summary

1. Develop and disseminate a document explaining **The Elyria Schools First** initiative to employees; leaders in business, industry and public service; parents; residents, community groups and the media.

2. Develop and implement a comprehensive marketing/public relations program for the following priority external publics: leaders in the business, industry and public service; residents, community groups and the media.

3. Develop and implement a comprehensive marketing/public relations program for parents of children in school.

4. Develop and implement a comprehensive marketing/public relations program for pre-school parents.

5. Develop and implement a comprehensive marketing/public relations program for employees and their families.

6. Develop and implement a training program in public relations which will enable all employees to positively impact the attitudes/-behaviors of fellow employees, leaders in business, industry, public service, civic groups, parents and the community-at-large.

7. Measure public attitudes via periodic focus groups, polls or surveys to provide for continuous feedback and updating of school programs and services to accommodate the needs of our many publics or "customers."

8. Develop a network of supporters from all the District's publics to participate in neighborhood Quality Circles to provide input and public participation for **The Elyria Schools First** initiative.

9. Develop a marketing/public relations plan that incorporates timetables and specific objectives for the programs outlined above.

STRATEGY #10

The Elyria Schools will offer disciplined environments conducive to learning that are free of drugs and violence.

Action Plan Summary

1. Continually up-date its comprehensive K-12 drug and alcohol prevention program.

2. Evaluate the effectiveness of all substance abuse education and prevention programs, and incorporate the findings of this effort into prevention strategies and program design.

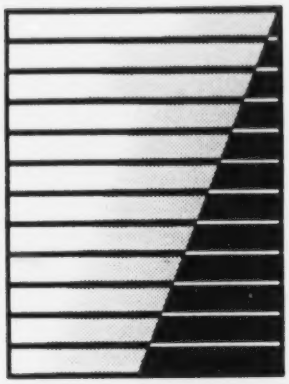
3. Include substance abuse education as part of new teacher training in the District.

4. Increase in-service opportunities for staff addressing student violence, discipline and substance abuse.

5. Expand support services for parents of children engaged in violence or substance abuse.

6. Pursue alternative education programs for students engaged in violence or substance abuse.

7. Expand parent and student education programs such as Training Ohio Parents For Success (TOPS) and the Drug Abuse Resistance Education (DARE).



ACKNOWLEDGEMENTS

We would like to thank all of the people who contributed to and helped with the development, evolution and implementation of **The Elyria Schools First** initiative.

Strategic Planning Task Force

Gail Abbey, Teacher
Richard Ackerman, Principal
Ralph Armour, Ph.D., Coordinator/Classified Personnel
Kenneth Arndt, Ph.D., Associate Superintendent of Curriculum
Frances Ashley, Elyria Board of Education (through 12/91)
Ken Barnes, Teacher
Polly Barrett, Coordinator/Student Assistance Program
Frank Beavers, Principal
Gary C. Bennett, President, Board of Education
Wilbur Bogner, Supervisor/Government Assistance Programs
Michaeline Cochrane, Home Counselor
Lee Diedrick, Teacher
Gordon Dupree, Associate Superintendent/ Pupil Services
Doug Eadie, Strategic Development Consultant
Ernest Goodsite, Supervisor/Instruction
Toni Grissinger, Teacher
Barbara Herdman, President Elyria Education Association
J. Robert Herndon, Elyria Board of Education (through 12/91)
Alison Hildebrandt, Teacher
Susan Hingst, Teacher
Steven Huzicko, Treasurer
John Ibosh, Director of Vehicular/Grounds Maintenance
William Ivancic, Elyria Board of Education
Sonya Mareno, Elyria Board of Education
Marianne McHenry, Counselor
Bela Molnar, Principal
Audrey Morris, Administrative Secretary
C. Kenneth Mundorf, Executive Director/Human Resources
Donna Neher, Teacher
Scott Nelson, Teacher
Olivia O'Donery, Visiting Teacher
Terry Olive, Teacher
Brenda Peaks, Principal
Paul Rigda, Supervisor of Special Education
Brenda Rounds, President OAPSE Chapter #410
Jim Rutledge, Teacher
Rebecca Sauer, Teacher
Bruce Schneider, Teacher
Lester H. Schultz, Superintendent
Joan Sigafoos, Principal
Michael Steirer, Teacher
Fred Stephens, Business Manager
Cindy Stoll, Assistant Treasurer
Leonard Strnad, Supervisor of Planning/ Design/Development
Peggy Vincent Cope, School/Community Relations Coordinator (through 7/91)
Fred Visci, Principal
Richard Whiteman, Supervisor Food Service
Sharon Woodrum, Supervisor/Curriculum

Quality Council Advisors

Ben Lavin, Quality Advancement Manager—The Ohio Department of Education
Larry Miller, Corporate Training Manager—Lubrizol Corporation
Otmar Sackerlotzky, Vice President of Quality—Invacare
Bradley Ohlemacher, Vice President—Elyria Manufacturing Corporation
Richard Haines, Diversified Industrial Training Coordinator—Polaris Career Center
Roger Clay, Diversified Industrial Trainer—Ashland Joint Vocational School
Philip Satterfield, Superintendent—Adams County Office of Education

Quality Council Members

Lester H. Schultz, Superintendent
Holly Brinda, Supervisor of School-Community Relations
Fred Stephens, Business Manager
Steven Huzicko, Treasurer
Leonard Strnad, Supervisor of Planning, Design and Development
Kenneth Arndt, Ph.D., Associate Superintendent of Curriculum and Instruction
Gordon Dupree, Associate Superintendent of Pupil Services
C. Kenneth Mundorf, Executive Director of Human Resources

Business Advisory Council Members

Leon Altfeld, Owner, Royal Supply
Kenneth Arndt, Ph.D., Associate Superintendent
Mona Atley, Program Director, Lorain County Urban League
John Bobel, Sales Manager, Bobel's Business Products
Holly Brinda, Supervisor of School-Community Relations
Linda Brown, Asst. Vice-President of Personnel, EST Bank
Estelle Dobrow, Director, Elyria Chamber of Commerce
Wayne Dovin, Teacher
Les Drage, President, Les Drage Realty
Michael Gebhardt, Agent, Standen & Guthman Insurance Agency
Joseph Hodkey, Counselor
Gary Kneisley, General Manager, The Elyria-Lorain Broadcasting Company
Jeffrey Ohlemacher, President, Elyria Manufacturing (BAC Chairman)
Terry Robinson, Affirmative Affairs Director, Lorain County Community College
Andrew Ruckman, Editorial Page Editor, The Chronicle-Telegram
Daniel S. Serbin, Area Industrial Relations Manager, Parker Hannifin
Ken Taylor, Communications Consultant, Alltel Ohio
Josephine Toth, Development Consultant
James Westbrook, Teacher

The Elyria Board of Education

Gary C. Bennett, President
William Ivancic, Vice President
Sonya Mareno, Board Member
Jeffrey Ohlemacher, Board Member
Thomas L. Bowen, Board Member

"What is most needed in the schools is not new personnel or equipment but a new philosophy and a new structure for using what we have."

—William Glasser

THE ELYRIA SCHOOLS

Ohio's Model Urban District for Total Quality Education

355 Griswold Road, Elyria, Ohio 44035-2391
(216) 284-8000 • FAX (216) 284-0678